

**Sarasota County Public Schools  
2012-2013 Charter School Application Process**

**Charter Review Committee (CRC) Analysis of Application and Initial Findings – September 11, 2012**

**Sarasota Academy of the Arts Charter Application**

Dear Charter Applicant:

This document provides the Charter Review Committee's (CRC) initial findings based on their review and analysis of the application submitted to the district on August 1, 2012. The CRC feedback is divided into three categories: 1) Strengths, 2) Concerns/Weaknesses and 3) Areas in Need of Additional Information and/or Clarification. The CRC is offering each applicant an opportunity to submit additional data to clarify the information contained in the original application for the areas indicated in Section 3.

Please use this document to submit the information requested by the CRC in Section 3. In completing this form, please adhere to the following guidelines:

- Use the column labeled "Applicant's Response" to address the questions and requests for clarification listed.
- Please respond briefly and succinctly to the specific information requested in each section of the application.
- Do not submit information that is not requested.
- The addenda process may not be used to submit new information or substantive changes to the submitted application.

The completed document must be submitted electronically to the Office of School Choice and Charter Schools **no later than 12:00 pm on Wednesday, September 19, 2012**. Please follow the directions provided regarding format, number of copies, etc. when you submit your revisions.

**Florida Charter School Application Evaluation Instrument**

The following definitions guided the CRC's ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

**I. Educational Plan**

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

**1. Mission, Guiding Principles and Purpose**

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

**Statutory References:**

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

**Evaluation Criteria:**

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The school’s overall vision and goals are defined. The mission states that assessment will guide differentiated instruction and remediation. (Pg 6, 7)  
  
 SAA will offer a rigorous academic program that integrates the arts throughout all core subjects. (Pg 8)

**Concerns/Weaknesses:**  
 How is SAA a unique charter since Sarasota County Schools already has a charter school that offers a similar program.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
<p>The applications states that “Sarasota Academy of the Arts will use research-based instructional methods and innovative approaches to improve student learning and academic achievement.” (Pg 8) Please be more specific as to what research-based methods will be utilized.</p>	

**2. Target Population and Student Body**

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

**Statutory Reference(s):**

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

**Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The school proposes to serve students who want to access a rigorous academic program while being exposed to a variety of learning activities that connects them with the curriculum of the arts and local partners within the arts community in Sarasota County.

**Concerns/Weaknesses:**  
 The school “community” is not defined.  
  
 The connection between the school’s focus and the target student population is vague.  
  
 The application is unclear as to the specifics of the target population with regard to ethnicity. Recommend quantitative targets/goals with regard to student ethnicity based on district school zone where the charter school is located to be added to the charter contract should the application be approved.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
Given that the proposal is to open enrollment to “all students who reside in Sarasota and the neighboring counties” (Pg 8) please elaborate on how the student enrollment will reflect the demographics of the community.	
How will the school “attract students interested in visual and performing arts?” (Pg 8)	
What measures will be taken to ensure all racial/ethnic groups are represented? (Pg 9)	
For Section 2 C, please provide the projected percentages for ESE, ESOL, Low income, and minority student population to be served (Pg 9)	

**3. Educational Program Design**

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

**Statutory Reference(s):**

s. 1002.33(7)(a)(2)

**Evaluation Criteria:**

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

SAA will follow the district school calendar.

The master schedule includes a daily class period for enrichment/intervention depending on the needs of the students.

The design is based on several research-based principles that support effective instructional practices and academic achievement for students.

An emphasis on professional development guides teaching. (Pg 11-12)

Knowledge and plan to implement educational best practices is evident.

**Concerns/Weaknesses:**

The science and social studies hours do not meet the requirements for middle school.

Regarding the statement that the school will “analyze the state standards assessment and/or standardized test data to identify both students' and teachers' strengths and weaknesses and to improve teacher instruction and student learning.” It is a questionable practice to identify teacher weaknesses based solely on student standardized test data.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
The design is based on a number of research based principles. (Pg 11-16) How will SAA successfully implement all of them? Will more emphasis be placed on one of the stated principals?	
The “Assessment” paragraph only focuses on the post assessment and not the pre or ongoing (formative) ones. Hopefully, this has greater depth later. (Pg 15) Please address.	
Please clarify what is meant by “extended reading.”	
The applicant references research related to the importance and positive impact of arts education (Pg 16). Has consideration been given to the more recent research on the practice of arts <u>integration</u> ?	

**4. Curriculum Plan**

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

**Statutory Reference(s):**

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

Recognition that curriculum must be aligned to NGSSS and CCSS. (Pg 19)

The District’s Instructional Focus Calendar will be used. (Pg 19)

The District’s K12 Comprehensive Reading Plan will be used. (Pg 20)

Reading needs of students at all levels are addressed. (Pg 37-42)

FAIR scores guide student service in reading and also consider a variety of reading materials to meet those needs. (Pg 39-40)

**Concerns/Weaknesses:**

There is an incorrect listing of the Algebra I for HS credit course code. (Pg 31)

The course title and code is inaccurate for the math course students can take for high school credit.

F.S. 1003.413(3)(d) requires a policy on credit/course recovery courses through a competency based system. There is no reference to what will be used to establish the course recovery process.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
There is no mention of differentiation of curriculum for grades k-2 to follow CCSS and grades 3-12 following NGSSS. (Pg 19)	
The applicant proposes to use Storytown, which is not aligned to CCSS. (Pg 22) What modifications to instructional materials does the applicant propose?	
Having only one content area teacher for all three middle school grades will require each teacher to have at the very least 6, possibly 8 preps in math and 4 preps in language arts. This violates the instructional contract of the school board <u>if</u> you choose to follow it.	
There is no description of how the CCSS will be implemented based on the timeline stipulated by FLDOE for specific grade levels and subject areas. (Pg 24-31). Please address	
Regarding F.S. 1003.455 Physical Education. Will the school have a waiver process in place?	
There is insufficient evidence of scientifically-based reading research which should be the foundation of the school's reading instruction (Pg 37-42). Please explain.	
Teachers' "Individual Professional Development Plans" must include reading strategies for their content. (Pg 42) How will the school meet this requirement?	
If there is only one teacher for levels 6-8 and one class of 8 <sup>th</sup> grade middle school math, how will one teacher teach the benchmarks for course 3, course 3 advanced, and HS Algebra 1 and meet seat time requirements within it? (Pg 72)	

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

**Statutory Reference(s):**

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

**Evaluation Criteria:**

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

The applicant acknowledges that students will participate in all state-required assessments as well as formative assessments for progress monitoring (Pg 50 and 53).

Goal 2 for lowest quartile student in reading and math is well specified and a technology goal is included .(Pg 50).

The school proposes to follow the district’s Student Progression Plan (Pg 51).

**Concerns/Weaknesses:**

Yearly measurable educational goals and objectives are broadly stated and not defined. The applicant refers to future School Improvement Plans as the way to indicate academic improvements in years 2 – 5.

Goal 1 specifies increasing student performance in all grades in reading, writing, science, math and civics, however, only reading and math goals are provided. Specific writing, science or civic goals performance/outcome expectations are not specified (Pg 50). Targets for the state End-of-Course (EOC) exam should be included

Given the school’s mission/focus on the visual and performing arts and an academic program with a “strong infusion of the arts,” it is disappointing not to see goals and objectives tied to these areas and/or to arts integration. (Pg 50)

Lots of goals, but the charter should identify “specific” goals related to high performance in each subject area. (Pg 52)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please clarify Objective 2 under Goal 1. What is meant by “learning gains as established by FLDOE/Accountability, Research and Measurement Department?”	
What is the “Engrade program” referenced under Goal 3, Objective 4? (Pg 50)	
What are the school’s plans for course-recovery? (Pg 52)	
Applicant proposes to use SAT-10 from spring grade 1 and spring grade 2 as baseline for following school year. (Pg 52) Please be advised that the SAT-10 program is a district program and is not administered at grade 1. What other measure will the school use for entering grade 2 students?	
Charters may incur a cost to participate in SAT-10. Is the applicant planning to purchase and administer their own SAT-10 program?	
The application does a good job describing the progress monitoring process for students, however, the application does not fully describe how the instruction or educational program will be evaluated and adjusted based on data (Pg 54). Please address.	

**6. Exceptional Students**

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

**Statutory Reference(s):**

s. 1002.33(16)(a)(3)

**Evaluation Criteria:**

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

SAA indicates services will include regular and resource class placement. (Pg 56)

**Concerns/Weaknesses:**

The applicant’s response speaks to assessment only, not how effectiveness will be determined based on how students will engage and benefit from the curriculum. (Pg 57/E)

The committee cannot determine if the staffing plan aligns with the number of SwD students to be served because projections for SwD are not provided. (Pg 58)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
As required in Section G, please provide the projected percentages (the numerical values) of Students with Disabilities to be served. (Pg 57)	
Please demonstrate how the staffing plan aligns to the student projections (Section H, Pg 58)	
How will students “exhibiting talents in the arts” be identified? (Pg 58)	

**7. English Language Learners**

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

**Statutory Reference(s):**

s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>

<b>Concerns/Weaknesses:</b>
The application contains several outdated references and in some cases incorrect information. The applicant has not demonstrated a sound understanding of ELL requirements. In light of this, it is difficult to discern if the applicant will have the capacity to meet state and federal requirements.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The completed Home Language Surveys need to be forwarded to the ESOL Liaison/Contact at the school (not the district) so that the student may be assessed in a timely manner. A copy should be	

forwarded to the ESOL District Office. (Pg 59) Please confirm understanding.	
The evaluation criteria for exiting the ESOL program is not current. The applicant is advised to refer to current exit criteria going into effect as of Spring 2012 CELLA administration. (Pg 60) How the application will be modified to address this?	

**8. School Climate and Discipline**

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
SAA will follow the Sarasota County Schools Code of Conduct for all discipline infractions. (Pg 62) The application addresses RTI and Tiers.

<b>Concerns/Weaknesses:</b>
While the application states that the charter school will adopt the district Student Code of Conduct, the application is absent specific evidence related to its use in daily operations. The supplemental student handbook in Appendix B does not refer in appropriate areas to the district Code of Conduct and may contain policies that do not meet current statute or legal precedent of a public school.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
How will the Management/Discipline Plan differ (if at all) for the various levels (K-5, 6-8)?	
Please briefly describe (rather than bullet the primary components) the school-wide plan for the implementation of MTSS. (Pg 63)	

**II. Organizational Plan**

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

**9. Governance**

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

**Statutory Reference(s):**

s. 1002.33(7)(a)(15); s. 1002.33(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board’s responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
The role of the governing board members and leadership team is defined. A brief resume for members of the governing board is included.

<b>Concerns/Weaknesses:</b>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
None.	

10. Management

The Management section should describe how the day-to-day administration of the school’s operations will be structured and fulfilled.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

**Evaluation Criteria:**

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

The role of each member of the leadership team is identified.

**Concerns/Weaknesses:**

Please note that the school will be responsible for the training and professional development of their teachers and staff. Charter school staff are provided opportunities to participate in district PD sessions, but district PD offerings in a given year may not cover all of the school’s PD needs.

**Areas in Need of Additional Information and/or Clarification**

Middle school staffing may not be sufficient to meet the instructional needs of students in core subject areas. For example, the math teacher could have up to 8 preps and the LA teacher could have 6 preps (intensive reading not included). These numbers do

**Charter Applicant’s Response**

<p>not include these teachers prepping for the enrichment/intervention class (Pg 72-73). Please address.</p>	
<p>Based on staffing allocation for teachers, how will teachers be scheduled for the enrichment/intervention class?</p>	
<p>Other than reliance on district PD programs, what other provisions are planned for the school to prepare and train teachers and staff? (Pg 73)</p>	

**11. Education Service Providers**

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
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<b>Concerns/Weaknesses:</b>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response

**12. Employment**

The Employment section should define the policies and procedures that frame the school’s relationship with its staff.

**Statutory Reference(s):**

s. 1002.33(7)(a)(14); s. 1002.33(12)

**Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
A draft SAA Employment Handbook is provided (Appendix A).

<b>Concerns/Weaknesses:</b>

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
The equity statement is not up-to-date. (Pg 74)	

**13. Student Recruitment and Enrollment**

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
The school intends to develop partnerships with community organizations to recruit interested students. (Pg 75)

<b>Concerns/Weaknesses:</b>
The CRC is concerned that the open enrollment timelines and the scheduled lottery process may inadvertently limit access to parents in the targeted areas (as specified on page 8) and will not meet the Florida Statute requirements for equal opportunity to enroll in the school. F.S. 1002.33 (10)(b) Eligible Students. "The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process."

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
Marketing materials must be translated in the primary home languages of students currently enrolled in district schools. (Pg 75). Please confirm.	
The committee is concerned that the school proposes 2 brief enrollment periods (February and March) and two subsequent enrollment periods in June and July. It appears that the lottery will	

<p>only occur if there are no openings after each of the four enrollment periods. Parents from target areas other than the immediate community may not receive information about the school until after the February/March periods and will not have an opportunity to attend (Pg 75)</p>	
<p>Given that 1) class sizes will be small, 2) enrollment preference is given to children of staff and Board member (most of whom are current employees/board members of the community private school) and 3) the “target market is within a 5 mile radius” of the existing school, how will the school reflect the student population described in Section 2?</p>	
<p>It is unclear how the recruitment plan will address community outreach toward various ethnic groups located within the geographic area. Please explain.</p>	

**III. Business Plan**

The Business Plan should provide an understanding of how the charter operators intend to manage the school’s finances. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports effective implementation of the educational program.

**14. Facilities**

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

**Statutory Reference(s):**

s. 1002.33(7)(a)(13); s. 1002.33(18)

**Evaluation Criteria:**

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
The charter will lease the facility currently used by the private school. The facility is appropriate and adequate to meet the educational and safety needs of the students.

<b>Concerns/Weaknesses:</b>
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<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>

**15. Transportation**

The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)

**Evaluation Criteria:**

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
The school plans to contract with Sarasota School District for transportation services and are willing to change start/end times, if necessary.

<b>Concerns/Weaknesses:</b>
The response to this section is simply a statement that they will contract with the district. The applicant is encouraged to become familiar with the state requirements and with the implications of contracting for services.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Please be advised that if the school contacts with a provider other than the district it is responsible for ensuring that the drivers meet state/federal requirements. (Pg 79).	
The application states that the school will “...provide transportation for students residing between two and five miles from the school.” (Pg 79) Will other options/strategies be considered so families beyond the 5 mile radius are not inadvertently discouraged to enroll?	

**16. Food Service**

The Food Service section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)(a)(1)

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

The school intends to contract with Sarasota County School’s Food & Nutrition Services. (Pg 80)

**Concerns/Weaknesses:**

The response to this section is simply a statement that they will contract with the district. The applicant is encouraged to become familiar with the state requirements and with the implications of contracting for services.

**Areas in Need of Additional Information and/or Clarification**

**Charter Applicant’s Response**

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**17. Budget**

The Budget section should provide financial projections for the school over the term of its charter.

**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

**Evaluation Criteria:**

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 Budgetary projections which are consistent with all parts of the application.  
 The estimated fund balance is above 10% for all the 5 years.

**Concerns/Weaknesses:**  
 Less than \$2,000 for professional development is not realistic.  
 There does not appear to be a budget allowance for substitute teachers.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>

**18. Financial Management and Oversight**

The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.

**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed. The description must include assurances that the governing board retains ultimate control over the school’s finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
The application clearly describes the financial management process (Pg 83)

<b>Concerns/Weaknesses:</b>
Monthly financial reports must also be in compliance with GASB (Appendix J, p. 5)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
The applicant did not fully respond to part E. Please describe the specific insurance coverage (proposed amounts/costs) the school will obtain for general liability, auto, rent, workers comp, etc, as requested in the model application.	

**19. Action Plan**

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

**Statutory Reference(s):**

s. 1002.33(7)(a)(16)

**Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>

<b>Concerns/Weaknesses:</b>
Key actions steps are missing, vague references to time periods without specific dates. (Pg 85)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
Please specify dates for marketing, enrollment and lottery. (Pg 85)	